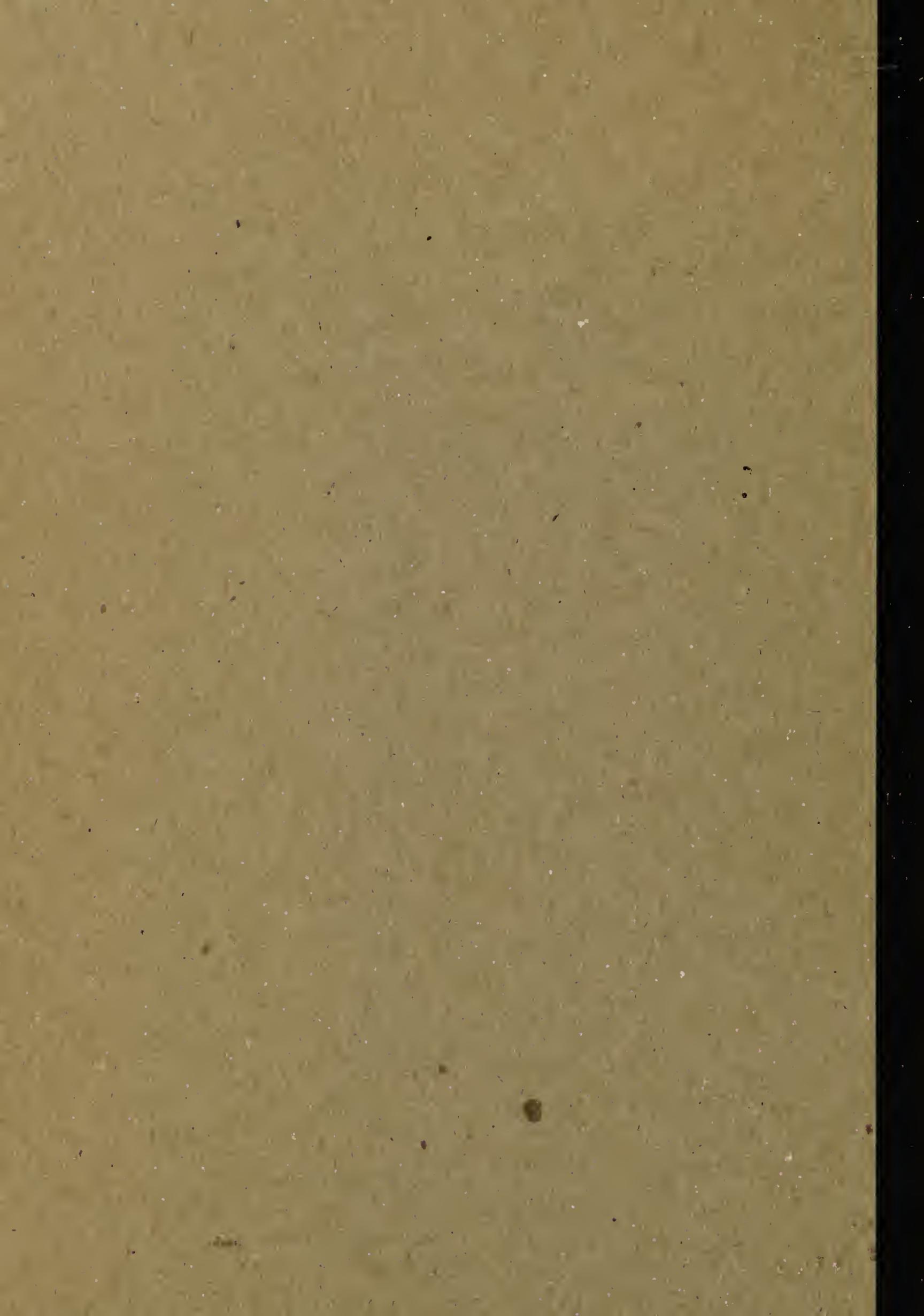


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TEACHERS' UNIT GUIDE

UNIT 9

WHAT WE HAVE BUILT

by MILDRED CELIA LETTON

Edited by BEATRICE COLLINS

TO BE USED WITH

NEW WAYS IN THE New World



CURRICULUM

TODD • COOPER

Teaching Plan of the Unit

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- The questions and activities offered in this GUIDE may be used in addition to the exercises in the textbook. Representing a variety of interests, they are intended to add richness to the study of the unit. No teacher will want to use all of these suggestions but may make her selections in terms of the needs and interests of the pupils.
- *The diacritical markings and respellings for pronunciation of words in this UNIT GUIDE are based upon material in Webster's NEW COLLEGiate DICTIONARY, copyright 1949, 1951, 1953, by G. and C. Merriam Company, and are used by permission.*

Unit 9

What We Have Built

Time of the Unit

In this unit we bring our story of the building of America up to the present time. We take a look at our country as it is today and see what the American people have built.

THE AMERICAN DREAM



TODAY

BETTER WAYS OF WORKING

BETTER WAYS OF LIVING

Walter and Jan Fairservis, American Museum of Natural History, New York

Chapters of the Text Included in the Unit

Introduction to Chapters 25 and 26: What We Have Built

Chapter 25. Better Ways of Working

Chapter 26. Better Ways of Living

Suggested Study Time

2 to 3 weeks

What the Unit Is About

This unit begins with the introduction on page 315—"What We Have Built." We look back over the long story of the pioneers pushing westward across the continent and take stock of some of the dreams they dreamed about the new land they were helping to settle. But the pioneers we have been reading about could not possibly have imagined the kind of country their children's children would build—the country we are living in today.

In Chapter 25 we look first at some of the peoples from other lands who came to America during the past sixty or seventy years and helped build the United States we know today. Most of them came with a dream in their minds—a dream of a better way of life for themselves and their children. We find that this better way of life meant good cheap farmland to some. To others it meant jobs, or the chance to get rich, or the right to worship as they wished, or the right to take part in their own government. Taken together, these ideas are sometimes called "the American dream."

Chapter 25 goes on to point out some of the reasons for the high standard of living in America. One reason is our power-driven machines. Without them, Americans could not possibly have built the country in which we now live.

Another reason is that nature has been good to us. She has given us a country rich in natural resources—fertile soil, immense forests, and a wealth of minerals.

In Chapter 26—"Better Ways of Living"—we take a look at a number of things that have helped to make the American dream come true. Our better ways of working have given us more time to play. We have learned better ways of caring for our health. We see what it means to have the right to vote and the right to worship as we wish. But citizens have duties as well as rights. One of these duties is to be as well-educated as possible. As we learn more about our country, we see that it is part of the larger world, and we are reminded of the many ties we have with other peoples in other lands.

Big Ideas to Develop

1. People from many lands have come to America because of a dream—often called “the American dream.”
2. Power-driven machines have helped build America. Without them, we could not have built the country in which we now live.
3. Nature has given us a country rich in natural resources which have helped our people enjoy a high standard of living.
4. Americans respect the rights of the individual person. This country has grown great from the spirit and energy of individual men and women.
5. American citizens have duties as well as rights. One of these is to be as well educated as possible.
6. Methods of “mass production” have

helped to build the country as we know it today.

7. In America people have worked hard to develop better means of transportation and communication. In many different ways, we exchange ideas and learn from one another.
8. Our better ways of working have given us more time to play. Americans have learned to provide for leisure-time activities.
9. We have learned much about working together in caring for our health, in governing ourselves, and in helping others in time of need.
10. As we learn more about our country, we are reminded of the many ties we have with other peoples in other lands.

Getting Started

The questions and activities suggested here may be used to prompt discussion and introduce some of the big ideas in this unit—“What We Have Built.”

1. In this unit we are going to take a look at our country as it is today.

Ideas to talk about: Other parts of our country where members of the class have lived; persons you know who work in a factory; the jobs they do.

2. Americans today have more leisure time than people who lived a hundred years ago. Most localities provide ways for people to enjoy themselves. Where can you go to enjoy your leisure time?

Ideas to talk about: Parks and playgrounds in your locality; kinds of activities provided; national parks you have seen or read about.

3. In earlier days, the pioneers often tried to imagine the way the United States would be in the future. Have you ever tried to imagine what it will be like a hundred years from now? What are some of the changes you think might take place?

Ideas to talk about: Discussing the picture of the pioneer man and boy on page 315; what you think the picture means after you have read “What We Have Built,” page 315.

Suggestions for Teaching Chapter 25

In this chapter we look first at some of the people from many lands who helped build the America we know today. Then we take a look at various things which make possible our high standard of living. These include power-driven machines, rich natural resources, new ways of making things, and better means of transportation and communication. In making use of these things, Americans have built the country we know today.

Words that may be new

immigrants	assembly line
refinery	mass production
Diesel engine (dē'zēl)	refrigerator truck
generate electricity	commuter train
natural resources	perishable
	conserve

A first look at the pictures and map (before the chapter is read)

The pictures on pages 316 and 317 show some of the people of the Old World who were interested in the greater opportunities which America offered.

Read the legend for the picture on page 316. What means of communication is being used to tell these people about America? How do you know that the news is not sad?

In the picture at the bottom of page 317, what are the passengers looking at? Where is the Statue of Liberty? If you have seen it, tell what your trip was like.

The pictures on pages 318 and 319 show different kinds of power which have helped to build this country.

What kinds of power are shown? Name at least one product made in an oil refinery. (Gasoline)

In the pictures on pages 320 and 321, you see people making use of different natural resources.

The machine at the bottom of page 320 does the same job as the little machine shown on page 233. What is it called? What job is done by a cotton gin?

Look at the rest of the pictures in this chapter and point out those which show modern machines at work.

Name each kind of machine that you have actually seen and tell what job it does.

A note about the pictures and maps

The pictures and maps in NEW WAYS IN THE NEW WORLD are in themselves rich sources of information. Pupils may be encouraged to study these visual materials with the same care and thoughtfulness that they devote to the text, for a casual look at a picture or map does not yield all it has to offer.

In the questions and activities which follow are many additional suggestions for using the pictures and map in this unit. And these are merely samples of the various ways in which the visual materials may be used. Still other ideas for their use will occur to resourceful teachers.

Questions and activities which will help develop the big ideas in Chapter 25

1. The Norwegian village shown on page 316 is at the edge of a *fjord*. This

word came to us from the Norwegian. It means a narrow inlet of the sea between steep mountain walls. Ocean-going ships can sail far into these inlets.

Today, hundreds of American tourists visit the western coast of Norway to view the fiords. Although the scenery is magnificent, there is not much room for farmland. How does this help to explain why a million or so Norwegians left their beautiful country and came to live in America?

2. The Statue of Liberty, shown at the bottom of page 317, was a gift from the people of France to the people of the United States in memory of our Revolutionary War. What did the French do to help the American colonists win their independence? (Joined the Americans as allies against England, page 189)

3. The Statue of Liberty was designed by a young sculptor from Alsace—Frederic Bartholdi. When young Bartholdi sailed into New York Harbor, he saw in his imagination a giant statue standing at the gateway to the New World and representing the one thing man finds most precious—liberty.

The statue was built in Paris. It was taken apart and shipped to New York where it was set up on Bedloe's Island in 1886.

In the statue's left hand is a tablet on which is carved the date *July 4, 1776*. Why do you think this date was selected?

4. A member of your class might like to write a letter to the Superintendent, Statue of Liberty National Monument, Bedloe's Island, New York City, and ask for a free illustrated leaflet describing the statue and its history.

5. Tell how power-driven machines have helped to build the United States as we know it today. What are the chief sources of power used?

6. Several of the machines pictured in Chapter 25 are run by Diesel engines. What is the source of power used in a Diesel engine? (Fuel oil)

In the picture of the cotton gin on page 320, find the engine (painted red) in the background. This is the Diesel power plant that runs the gin.

In the wheat field on page 321, a Diesel tractor is pulling the huge combine. The *combine* cuts and threshes the grain. The threshed grain pours into the truck.

In the logging scene on page 322, a Diesel engine supplies the power for dragging or "skidding" the heavy logs.

7. Diesel engines are named after the inventor, Rudolf Diesel of Munich, Germany. Name some other inventions that were named after their inventors—Ford cars, Singer sewing machines, Morse Code, macadam roads, etc.

8. What is the name of the process shown at the top of page 322? What is the purpose of *irrigation*?

Before Europeans came to the New World, a number of different Indian groups had learned how to irrigate their fields. Which groups that you read about practiced irrigation? (Pueblos, Aztecs)

9. Find your state on the map on pages 328 and 329. Is your city or town named on the map? If so, what does the map tell you about its population? If it is not on the map, explain why.

In what way are these five cities alike: Denver, Phoenix, Cheyenne, Little Rock, Indianapolis? (All are capitals.)

Suggestions for Teaching Chapter 26

In this final chapter we see how Americans have learned better ways of living. Increased leisure time, medical advances, and new knowledge and understanding of the world have made our living better. By working together to help others, we make life better for all of us. As Americans, we prize the rights and freedoms we have won. The right to govern ourselves and to worship as we wish are valuable privileges of living in a democracy.

We see, too, that citizens have duties as well as privileges. One of these is to be as well-educated as possible. And, as we learn more about our country, we see that it is part of the larger world. Every day we are reminded of the many ties we have with other peoples in other lands.

Words that may be new

recreation	contributions
Mt. Rainier (rā nēr')	ballot
volunteers	jury
disaster	trial
levee (lēv'ē)	laboratory
	chemist
	architect

A first look at the pictures (before the chapter is read)

These pictures show how better ways of living and working together continue to make the "American dream" a reality.

In the pictures on pages 332 and 333 what leisure-time activities are suggested?

Which of these things have you done? Where did you do them? Tell the group about a national park you have visited.

Tell what is happening in the picture at the bottom of page 334.

Have you ever had a physical or dental examination at school? What general suggestions do you know about for taking care of your teeth?

The pictures on page 337 show different ways in which we can learn about the world.

Why do you think the pupils are interested? What are some of the aids these pupils have in their classroom to help them learn?

Questions and activities which will help develop the big ideas in Chapter 26

1. Make a list of your own favorite leisure-time activities. Discuss these with your classmates so that you will know the members of your group who have similar interests.

2. Take a poll of the number of pupils in your class who know how to swim. Find out how many learned to swim at a community recreation center. Discuss some of the safety rules for swimming that you know about and tell why you think such rules are wise.

3. Find out the name of the national park nearest your home. What kinds of recreational activities does it provide?

In the picture at the bottom of page 333, the mountain shown is Mt. Rainier in the Cascade Mountains. Mt. Rainier is 14,408 feet high—one of the highest mountains in the United States. In what state is it?

4. Most states have state parks. Learn

the names and locations of such parks in your state. Working with a committee, draw a large map of your state and locate on it each state park. These may be colored green. Also show the location of your home community.

5. In the picture at the top of page 333, the concert is being played by members of the Boston Symphony—generally regarded as one of the finest orchestras in the world. In winter, this orchestra plays in a concert hall in Boston.

Many famous orchestras follow this plan of playing indoors in winter, outdoors in summer. Among these are the New York Philharmonic, the Philadelphia Orchestra, the Chicago Symphony, and so on. Can you name others?

If you have ever attended an open-air concert, tell where the concert was given. Which piece of music did you like best?

6. Describe the safety program in your school. Tell what rules are used in and out of school to protect pupils. Make a booklet on school safety. State each rule and draw a picture to illustrate it.

7. Think about some of the duties you have as a citizen of your community. Talk these over with your group.

8. Has your community suffered a disaster such as a severe flood, tornado, hurricane, or wide-spread fire? What did the people of the community do to help one another? Was outside help needed? Tell where the outside help came from.

9. If your school has a school nurse or a visiting nurse, ask her to visit your class and tell you about her work.

10. Explain what is meant by "trial by jury." Why is this an example of democracy in action?

11. In the picture at the top of page 336, point out the *ballot* which the woman is placing in the ballot box.

A *ballot* originally was a little ball used for secret voting. The voting was done by placing a white or black ball in a receptacle. A white ball meant you were *for* somebody; a black ball meant you were *against* him.

We still use the expression *blackball*. For example: The members of the club blackballed him, that is, they rejected him as a member.

12. Have you ever used a ballot box in your classroom? For what purpose? What is the advantage of using a ballot box as compared with voting by voice or by holding up one's hand?

13. Have you ever seen a motion picture that might have been filmed in the manner shown at the bottom of page 337? Tell your group about it.

People in the motion picture industry speak of such pictures as having been filmed "on location." This means that the company actually took the pictures in real places—such as the Congo, the streets of New York, etc.—rather than in constructed movie sets.

What is the advantage of seeing a movie that was taken in Venice, rather than in a set built to resemble Venice?

14. Can you identify the instrument the scientist is using in the picture on page 338? If you have ever looked through a *microscope*, tell what you saw.

Micro comes from a word meaning "small," and *scope* from a word meaning "a watcher." How do these words, together, suggest what a microscope is used for?

Pulling Together the Big Ideas in the Unit as a Whole

1. With the help of your classmates, make a list of all the sources of power you have learned about, beginning with those used in earliest times. Head your list "Sources of Power."

You will want to include man power, animal power, wind power, water power, steam power, electric power, power from fuel oil, power from gasoline, and atomic energy.

2. Find pictures in Chapter 25 and in earlier chapters which illustrate sources of power in your list. You might start with the following:

Windmills, p. 297 (wind power)
Cotton gin, p. 233 (man power)
Dog sled, p. 301 (animal power)
"Walk-in-the-Water," p. 229 (steam power)

3. Make a bulletin board display of pictures from newspapers and magazines that help to tell the story of power. Write a label for each picture.

4. How do power-driven machines make it possible for people to have more leisure time?

To illustrate your point, compare the picture of the pioneer farmers rooting out stumps (page 157) with the picture of the men moving logs (page 322).

5. Explain why Americans today can accomplish more work with less effort than hard-working pioneers were able to accomplish in earlier days.

6. Use the pictures of Cyrus McCormick's first reaper (page 248) and the huge combine (page 321) to show that great improvements have been made in machines.

Name an improvement you have noticed during the last two or three years—in automobiles, airplanes, etc.

7. The money needed to build the Statue of Liberty was raised by voluntary contributions from thousands of individual French people. And the money for building the huge pedestal was raised by voluntary contributions from Americans.

Have you ever made a contribution to a worthwhile cause? Tell how people worked together to raise the money.

8. You have read about some of the ways adults work together to help each other. Tell some of the ways members of your class have worked together during the past week.

9. Working with a group of your classmates, make a picture-map of what you think would be an ideal community. Remember to provide for recreational activities, transportation, places to work, shopping areas, medical facilities, homes, schools, churches, and community government. Be ready to explain your plan to the class and to defend the way you have "built" your community.

10. "Tree farms" have been started in many areas by lumber companies and government agencies. Using the picture at the bottom of page 322, explain why you think "tree farms" are needed.

11. People coming to the United States from other lands often bring with them pleasant customs, interesting recipes, and favorite stories, songs, and games. Tell your classmates about a pleasant custom one of your neighbors has brought from another country.

Books to Read and Other Enrichment Materials

The following books are suggested for further reading. Those marked with a star (*) were recommended by Mary K. Eakin, Center for Children's Books, The University Library, The University of Chicago.

There is, of course, considerable range in the reading ability of fifth-grade pupils. The list which follows is a flexible one and takes into account differences in reading ability.

BARROWS, PARKER and SORENSEN. *The American Continents*. New York: Silver Burdett Company, 1954.

For excellent material on ways of living in the United States today, see *Northeastern United States*, *South-eastern United States*, *North Central United States*, and *Western United States* (pp. 104-201). Also recommended for this unit: *Our Natural Resources*, pages 94-99. Maps and pictures in color. Commonly used in fifth grade.

*BATCHELOR, JULIE FORSYTH. *Communication: From Cave Writing to Television*. New York: Harcourt, Brace and Co., Inc., 1953.

An interesting and informative discussion of the history and development of various methods of communication. Average fifth-grade reading level.

BETHERS, RAY. *Perhaps I'll Be a Farmer*. New York: Aladdin Books, 1950.

Farming discussed from soil and machinery to crops and livestock. Average fifth-grade reading level.

*BURNS, WILLIAM ALOYSIUS. *A World Full of Homes*. New York: Whittlesey House, 1953.

A description of various types of homes from ancient to modern times. Easy reading for fifth grade.

COOK, MARION BELDON (ED.). *Children of the U.S.A.* (Series) New York: Silver Burdett Company, 1946.

Stories about boys and girls in each of the states. Series consists of three books appropriate for reading at this time—*Stories from the East and North*, *Stories from the South*, *Stories from the West*. Commonly used in fifth grade.

GOULD, JACK. *All About Radio and Television*. New York: Random House, 1953.

Explains in simple language how television waves are made and function. Average fifth-grade reading level.

*HOLLAND, JANICE. *They Built a City*. New York: Charles Scribner, 1953.

In telling her story of how the city of Washington, D.C., was built, the author also describes the functions of the government. Average fifth-grade reading level.

PARKER, BERTHA MORRIS. *The Basic Science Education Series*. Evanston, Ill.: Row, Peterson and Company.

Suggested titles: *Electricity*, 1952; *Machines*, 1948; *The Scientist and His Tools*, 1950. Well-written, scientifically accurate. Advanced reading for fifth grade.

REYNOLDS, QUENTIN. *The Wright Brothers: Pioneers of American Aviation* ("Landmark Books") New York: Random House, 1950.

A warm, sympathetic account of the two Ohio Brothers whose experiments in 1903 proved that man could fly. Average fifth grade reading level.

*RYDBERG, ERNIE. *Bright Summer*. New York: Longmans, Green & Company, Inc., 1953.

The story of an eleven-year-old girl of Mexican descent who lives in California. Easy reading for fifth grade.

*SCHLOAT, G. WARREN. *Adventures of a Letter*. New York: Charles Scribner's Sons, 1949.

An interesting account of the United States postal service. Average fifth-grade reading level.

*SCHNEIDER, HERMAN and NINA. *Let's Look Under the City*. New York: William R. Scott, Inc., 1950.

Tells how various peoples work together to bring gas, lights, water, telephone, and sewage disposal services to a city. Easy reading for fifth grade.

*SMITH, F. C. *The First Book of Conservation*. New York: Franklin Watts, Inc., 1954.

Tells why conservation is needed and what is being done to conserve natural resources. Advanced reading for fifth grade.

*TURNER, MINA. *Town Meeting Means Me*. Boston: Houghton Mifflin Company, 1951.

A discussion of why town meetings are held and how they affect each member of a community. Easy reading for fifth grade.

For the teacher: In addition to the books suggested for the pupils, the following will be of special interest to the teacher:

*BURLINGAME, ROGER. *Machines That Built America*. New York: Harcourt, Brace and Company, Inc., 1953.

*GARBEDIAN, H. GORDON. *Thomas Alva Edison*. New York: Julian Messner, Inc., 1947.

*SHIPPEEN, KATHERINE BINNEY. *The Bright Design*. New York: The Viking Press, 1949.

*VAN DERSAL, WILLIAM R. and GRAHAM, EDWARD H. *The Land Renewed*. New York: Oxford University Press, 1946.

Pamphlets

The following pamphlets may be obtained free of charge from the companies indicated.

American Telephone and Telegraph Company, 195 Broadway, New York City.

Suggested titles: *Alexander Graham Bell*, *New Telephone Skyway Serves U.S.A.*, *Overseas Telephone Service*, *The Magic of Communication*, *The Telephone in America*.

General Motors, Detroit, Mich.

Suggested title: *Transportation Progress: A Story of Self-Propelled Vehicles from Earliest Times Down to the Automobile*.

Filmstrips

Among the filmstrips that the teacher may want to use in connection with the study of Unit 9, the following especially are recommended for fifth-grade pupils. For a complete listing of filmstrips, see *Filmstrip Guide*, published by the H. W. Wilson Company, New York, in 1954.

PRODUCTS and INDUSTRIES SERIES. Young America Films, Inc., 18 East 41 Street, New York. 1950.

Title: *How We Get Our Oil.*

THEN and Now in the UNITED STATES. Silver Burdett Company, 45 East 17 Street, New York. 1951.

Suggested titles: *Then and Now on the Great Lakes*, *Then and Now in the Midwest Dairy Lands*.

Songs to Sing

Among the songs which may be selected for use with Unit 9, the following especially are recommended. They may be found in **NEW MUSIC HORIZONS, BOOK FIVE**, published by Silver Burdett Company, New York, in 1953.

From Britain, pages 3, 40, 108, 126, 148

From Central Europe, pages 39, 51, 117, 118, 119, 134, 164, 172, 221

From Czechoslovakia, pages 14, 79, 88, 122, 123, 136, 147, 154, 165

From France, pages 15, 202, 212, 220

From Germany, pages 78, 105, 109, 125

From Ireland, page 166

From Italy, pages 82, 142, 197, 218

From Scandinavia, pages 24, 58, 91, 111

Testing What Has Been Learned

These tests may be reproduced by the teacher for use with her own class. Omit answers in reproducing the tests.

Test 1

Fill the blanks of the following sentences with the missing word or words.

1. Men learned to use several different sources of power in early times. These included animal power, man power, water power, and wind power. (Order unimportant)

2. Most factories, trains, and ships today use oil, electricity, or steam as a source of power. (Order unimportant)

3. Power-driven machines have played a big part in building America.

4. Many peoples from many different lands or countries have helped to build our country.

5. Better ways of working have made it possible for Americans to have more time for play.

6. Americans have many ties with other peoples in other lands or countries.

7. We have certain rights but we also have duties. One of these is to be as well-educated as possible.

8. Radio, telephone, television, and other means of communication help us to exchange ideas and learn from each other.

Test 2

Each sentence has three endings, but only one ending makes the sentence true. Write in the blank the letter of the correct ending.

- b 1. Fertile soil, forests, and rich minerals are called
 a. refineries
 b. natural resources
 c. assembly lines
- a 2. Oil from oil wells is changed into gasoline and other products in
 a. a refinery
 b. a levee
 c. an ore ship
- c 3. A national park is land which has been set aside for the use of all the people by
 a. a state
 b. a city
 c. the United States government
- b 4. Conserving our natural resources means
 a. burning them
 b. making better use of them
 c. wasting them
- b 5. One of the many rights that is prized by Americans is
 a. the right of each person to do exactly as he pleases at all times
 b. freedom of speech
 c. freedom to steal
- a 6. Retail food stores often buy their produce from
 a. a wholesale market
 b. a refinery
 c. a jury

Test 3

Read each sentence and decide whether it is true. Underline the letter *T* if the sentence is true. Underline the letter *F* if the sentence is false.

- T F 1. Electricity is a newer source of power than steam.
- T F 2. Animal power is an older source of power than steam.
- T F 3. Today the average American lives a shorter time than people did a hundred years ago.
- T F 4. In general, Americans enjoy a high standard of living.
- T F 5. Better ways of working have made it possible for Americans to have more leisure time.
- T F 6. At the time of Columbus, the New World was poor in natural resources.
- T F 7. The Indians in the New World used all the natural resources that we use today.
- T F 8. Modern factories and farms depend upon good means of transportation.

Test 4

Ideas to Write About

1. Write a paragraph telling how the natural wealth of our land has helped to build this nation.
2. Tell in what ways a chemist may be considered a pioneer.
3. Using the pictures on pages 324 and 325, tell some of the advantages of building a factory in a small city or in the country.
4. Using the picture on page 326, tell some of the ways the automobile has changed the daily lives of Americans.

Date Due

A rectangular stamp with a decorative green border. The word "UNIVERSITY" is printed vertically along the left edge, and "LIBRARY" is printed vertically along the right edge. In the center is a crest depicting a shield with a green base. The shield contains a white cross, a green tree on the left, and a green mountain range on the right. A small figure is visible at the bottom of the shield.

Education

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